DOCUMENT RESUME

ED 060 889 LI 003 557

AUTHOR Opgrand, Harold J.
TITLE An Evaluation of the Closed Reserve at St. Cloud State College: A Follow-up Study.
INSTITUTION Saint Cloud State Coll., Minn.
PUB DATE Jul 61
NOTE 48p.; (42 References) Prepared in the Department of Library and Audiovisual Education

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *College Libraries; Evaluation; *Library Collections; Library Programs; Library Surveys; Use Studies
IDENTIFIERS *Reserve Book Collections

ABSTRACT

A survey of faculty and student usage of the reserve book collection at St. Cloud State College negated the original hypothesis of the author that the faculty helps to promote college library objectives by sagacious selection of reserve materials. Ideally, a reserve book collection should be made up of those books which are essential to the study of the particular subject, and of which there is an insufficient supply to meet the demands of the students using the regular charge out system. If the reserve librarian were able to communicate this idea to faculty members, the problems associated with the closed reserve would be greatly alleviated. (Author/SJ)

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AN EVALUATION OF THE CLOSED RESERVE AT THE ST. CLOUD STATE COLLEGE LIBRARY

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LI 003 557

July, 1961

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CHAPTER I

INTRODUCTION

Communication always requires at least three elements - the source, the message, and the destination.[1] Good public relations are dependent upon proper functioning of these three elements. The library, without properly administered lines of communication to the faculty, cannot best serve its clientele or help promote the objectives of the institution. The reserve book system touches the work of the professors so closely, and because of this, the reserve librarian must possess sufficient poise and self-confidence to meet the faculty and to discuss their reserve needs in a way that will enlist cooperation and give satisfaction.[2]

All too often, we become creatures of habit and it is quite probable that many college professors continue to request the services of a reserve book system because of convention rather that the utility of such materials or the values derived by the students.[3]

Most librarians will agree that the problem of the

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[1]Wilbur Schramm, The Process and Effects of Mass Communication (Urbana, Illinois: University of Illinois Press, 1955), p. 3.

[2]Guy R. Lyle, The Administration of the College Library (New York: H.W. Wilson Company, 1945), p. 156.

[3]Paul M. Smith, Jr., "Required Reading!," Education, LXXXIX (November, 1958), p. 172.

reserve room is essentially an educational one. The procedures which are accomplished at each college or university are determined largely by the size of the institution, its educational policy, and the degree of library-faculty cooperation. It is mandatory that the professor and librarian work together to evolve a program which will be satisfactory to all parties involved.[4]

A concerted effort on the part of the librarian is necessary in expediting a functional reserve system.

> The reserve collection must be conceived and "process," not as a storehouse.[5]

This process will usually involve reports to the faculty revealing a record of books used, idle books, and a letter reminding them about the approaching quarter and their submitting a reserve list. This should be followed up with another reminder, possibly a week or so before the quarter begins.

> The thorough work necessary for this complete report plays dividends in mutual understanding between faculty and reserve staff. It precludes the assumption, by the instructor, that everything he requests will automatically appear on the reserve shelves.[6]

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[4]William R. Lansberg, "Current Trends in the College Reserve Room," College and Research Libraries, XI (April, 1950), p. 120.

[5]Robert F. Beach, "Some Useful Techniques in the Reserve Book Room," American Library Association Bulletin, XXXIII (March, 1939), p. 185.

[6]Ibid.

One of the objectives of the college library is to provide printed materials which will supplement the curricula and promote the aims of the institution. A realization of this will depend on the accessibility of printed materials.

> Reading studies have proved that what a person reads is determined largely by three things: accessibility, readability, and reading interests. The reader reads only printed materials to which he has access; of the materials available he reads those which his reading abilities enable him to understand; and from the available materials which he is able to read, he chooses those which appeal to his interests and tastes. Since accessibility is the most important of these three factors, it is desirable that college libraries maintain conveniently located collections of printed materials for faculty and student use.[7]

> The library as a teaching instrument in this case extends those instructional activities which the instructory starts and motivates in the classroom. To fulfill this function the library provides "material for reserve."[8]

I. THE PROBLEM

The use of the closed reserve system at St. Cloud State College.

II. HYPOTHESIS

The faculty helps to promote, stimulate, and inspire

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[7]Louis Round Wilson, et al., The Library in College Instruction (New York: H.W. Wilson Company, 1951), p. 263.

[8]Ibid., p. 283.

the objectives of the college library by sagacious selection of reserve materials.

CHAPTER II

ST. CLOUD STATE COLLEGE

On August 2, 1858, the Minnesota State Legislature passed an act to establish three normal schools. Eleven years later, on September 15, 1869, the institution which is now St. Cloud State College, first opened its doors as the third State Normal School.[9] This was later known as the St. Cloud State Normal School. In 1921, the legislature authorized these schools to become teachers colleges,[10] and in 1957 they became known as State Colleges.[11]

Generally, the aim of the normal school was to prepare young people for the teaching profession.

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[9]Dudley S. Brainard, "History of St. Cloud State Teacher's College" (St. Cloud, Minnesota, 1953), p. 123.

[10]Ibid., p. 124.

[11]American Council on Education, American Universities and Colleges (eighth edition; Washington, D.C.: American Council on Education, 1960), p. 570.

> The aim of this school is to qualify young people for the teaching service of the State of Minnesota. To the extent that the purpose of an organization determine its character, all the work of the school is professional. It does not give general culture for its own sake; it does not aim to prepare young people, men or women, for college or for the general pursuits of life.[12]

Today, St. Cloud State College functions primarily as a teacher-training institution. It is accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education.[13] One-hundred ninety faculty members instruct more than three thousand full-time students.

CHAPTER III

THE LIBRARY

In 1880, President David L. Kiehle reported:

> The school is suffering in the need of a library. I consider it, therefore, an imperative duty in the interest of the school to call attention to this condition of things and to urge a liberal appropriation for the supply of its necessities.[14]

The first legislative appropriations for library

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[12]St. Cloud State Normal School, State Normal School Catalog-May 1895 (St. Cloud, Minnesota: St. Cloud State Normal School, May, 1895), p. 28.

[13]American Council on Education, loc. cit.

[14]Brainard, op. cit., p. 25.

supplies were realized in 1901.[15] By 1933, it was apparent that a larger, modern fire-proof building was necessary to house the growing collection of books and materials. Plans were developed and in 1949 the state legislature appropriated $500,000 for a library building, and supplemented it in 1951 with an additional $275,000. The new library opened its doors in September, 1952. The David L. Kiehle Library was named after the second president of the college, who was an outstanding contributor to the early development of Minnesota's educational system.[16]

The library contains more than 108,000 catalogued volumes, numerous drawers of pamphlets and ephemeral material, a curriculum laboratory, and a childrens literature collection. The library subscribes to more than 577 periodical titles;[17] the majority of these are eventually bound and housed in the periodicals section. Several titles are also received on microfilm.

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[15] Ibid.

[16] "Library Outline 293," Library Journal, LXXX (September 15, 1955), p. 1839.

[17] American Council on Education, loc. cit.

Service to library clientele is performed by seven professional librarians, five civil service workers, and several student and graduate assistants. The faculty and students of St. Cloud State College comprise the majority of the library clientele. Inter-library loans and on-campus service to members of the surrounding area are also rendered. The library is normally open to its clientele sixty-two hours a week.

William M. Randall states:

> One of the major responsibilities of the college librarian is, therefore, the administration of the materials for required and optional reading in connection with the courses studied.[18]

The aims and objectives of most college libraries are analagous to the aims and objectives of the particular institution. This has been stated very succinctly by Mr. Randall:

> The aim is to provide a general and adequate collection of authoritative materials covering the fields of modern scholarship and not only presenting these fields historically, but also orienting them in the whole system of modern thought.[19]

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[18]William M. Randall, and Francis L.D. Goodrich, Principles of College Library Administration (Chicago: University of Chicago Press, 1936), p. 16

[19]Ibid., p. 18.

CHAPTER IV

CLOSED RESERVE

In the years prior to the summer of 1959, an almost-permanent type of closed reserve was in use at the library. Far too many titles were kept on the shelves with little regard for their use of frequency of circulation. From the summer of 1959 to June, 1960, an open reserve was initiated. The clientele had access to the stacks and were free to select any or all titles which were appealing to them. However, there was a tendency for students to remove materials for their personal benefit, having little or no regard for their fellow colleague. The open reserve was physically located in the same room as the general circulation stacks, which became an ideal place for students to hide the reserve materials for use at their own convenience. It soon became an increasingly difficult task for the clientele to obtain certain reserve materials. It was even more frustrating for the reserve librarian who was attempting to promote efficient service in the area. Gradually, it became necessary for certain "hot items," to be placed on closed reserve. At the beginning of the 1960 summer session, the closed reserve, as it operates now, was established.

Materials placed on reserve are there primarily as a result of faculty designation. Other materials have been placed on reserve mainly for protection and security due to physical format, etc. At least four weeks prior to the beginning of an academic quarter, each faculty member is sent a blue slip[20] which becomes his offical form for requesting materials to be placed on reserve. When this list is received by the library, five copies are made, containing the following information:[21] course name and number, academic quarter, year, author, title, call number, copyright date, and the number of copies available.

When all the available material has been placed on reserve, each faculty member is notified as to the extent to which his request for reserve materials has been fulfilled. At this time, he is also given one of the five copies prepared.[22]

A list of materials on reserve is placed on a bulletin board in the reserve reading area. This list is in alphabetical arrangement by faculty member, and is virtually a compilation of lists as seen in appendix E.

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[20] See Appendix B.

[21] See Appendix E.

[22] Ibid.

Anyone desiring to use reserve materials must consult the bulletin board in order to obtain the necessary information needed to fill out the call slip, or request for reserve material. Having filled out this call slip, the person submits this and a current fee statement to the person on duty at the reserve desk. The material is then charged out for a period of two hours. An automatic time machine stamps the date and time on the call slip which is kept at the reserve desk until the material is returned. In the event that two hours is insufficient for reading the material, it may be renewed for another two-hour period, provided no one has, in the meanwhile, put in a request for the material.

The reserve materials are to be used only in the reserve reading area, except from Friday noon until Monday morning at eight o'clock. Beginning at twelve noon on Friday, any reserve materials may be charged out until Monday morning at eight o'clock; this permits the materials to leave the building.[23]

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[23]Harold Jerome Opgrand, "Library Circulation and Reserve Section-Policies and Procedures" (St. Cloud: State College, Bureau of Instructional Resources, October, 1960), p. 3. (Multilithed.)

I. EXISTING CONDITIONS OF THE CLOSED RESERVE

The comments and statistics which are included in this paper are based primarily on the fall quarter of 1960.

The record of charges was compiled from the call slips, a facsimile of which is included in appendix C. The record of books on reserve was secured from the list of reserve book cards which may also be referred to as the reserve shelf list; its arrangement being in Dewey Decimal order. A confirmation of student enrollment for a given course, and the faculty member teaching this course was compiled from the records at the Registrar's office. Information relating to copies not used, the use, or charges made within a particular course, or division was secured from the reserve circulation statistics card, appendix D, q.v. The reserve circulation statistics card was so designed as to reveal the charges for a particular time of day. This revealed the use in the morning, afternoon, evening, and the days of the week. Other minor statistics and opinions which are directly concerned with the reserve system are the result of empirical observation by the author in connection with administration of the reserve and circulation area.

Summarization of the problem will be attempted in a chronological manner; indicating the development of conditions as they exist.

Many of the faculty members are aware, to some degree, of the procedures and policies pertaining to the operation of the reserve book system. Nevertheless, they must be constantly informed and reminded of their responsibility in order for the system to function with the greatest degree of efficiency.

A schedule for notifying the faculty when and where to submit their requests for materials to be placed on reserve has been practiced for the past few years.[24] This schedule serves as a reminder for the library when to inform the faculty during a given quarter. The purpose of this schedule may be considered to be two-fold, since it also has provisions for submitting a list of new additions to the library's holding approximately three days prior to the notification of reserve requests. This enables the faculty to become acquainted with the new material which may be of special interest to their field, and if so desired, include them in their reserve list requests.

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[24]See Appendix G.

Using the fall quarter as an example, the reserve lists are due on Wednesday, or before, of the week prior to the beginning of regularly scheduled class meetings. An attempt to inform all new faculty members, by letter, of the reserve procedures is made as soon as their identity can be established. Since some are hired quite late, this, at times, becomes a problem. The week prior to the opening of school is usually freshmen orientation week and also the first faculty meeting of the year. At this time, all new faculty members, who have not been informed before, are notified of the reserve list procedure and are requested to have their reserve lists in before Wednesday of orientation week.

During the last week of each academic quarter, usually on a Thursday, the main stacks are shelf read[25] and put in proper order. This is done by student help, civil service workers, and the professional library staff. Upon completion of shelf-reading, a search is made for books which were assumed missing during the quarter. It is also one of three searches made for an item prior to withdrawal from the

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[25]See Glossary of terms, p. 33.

collection. Having the stacks in proper order also insures a higher degree of efficiency in the retrieval of materials for reserve.

Immediately after shelf-reading, one of the five copies of the reserve lists requested is received from the typists and sent to the reserve librarian to use in identifying the titles to be placed on reserve. A facsimile of this is included in appendix E.

After completing the search for reserve titles, a copy of this list is sent to the faculty member indicating the extent to which his request for reserve material was fulfilled. Materials which cannot be accounted for are recorded on cards[26] and will be put through the proper steps for withdrawal.

The material requested for reserve by the faculty comes in varying amounts and formats. Some requests contain less than five titles. One request totaled twenty-five pages. It is hardly conceivable that any faculty member would be able to justify such a request. For convenience, we will refer to this person as faculty member A. These twenty-five pages contained a total of 447 individual titles and 587

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[26]See Appendix H.

total copies. One hundred twenty-two students were enrolled in the four courses taught by faculty member A. It was also interesting to note that of the 36.9 per cent of reserve titles not used (see figure I), sixty-one per cent of these were requested by faculty member A. Naturally, this is an extreme case, but the contents of a reserve list and a reading list are quite different. As one compares the statistics found in table I, it is quite apparent that faculty member A is from division D. Here the comparison of students enrolled in courses with the number of titles and copies on reserve, form a definite pattern. As the number of students increases, so does the number of titles and copies. This is the general indication, however, as divisions A and B are the only exceptions to the progressive increase or pattern.

Of the forty-nine faculty members submitting reserve lists, seventeen of the requests were received after the fall quarter had begun. When these faculty members finally brought their lists over, they seemed very naive about the process or procedure to be followed. Invariably, they would give the list to a civil service worker, or student at the reserve or circulation desk. They were quite careful in avoiding the proper channel.

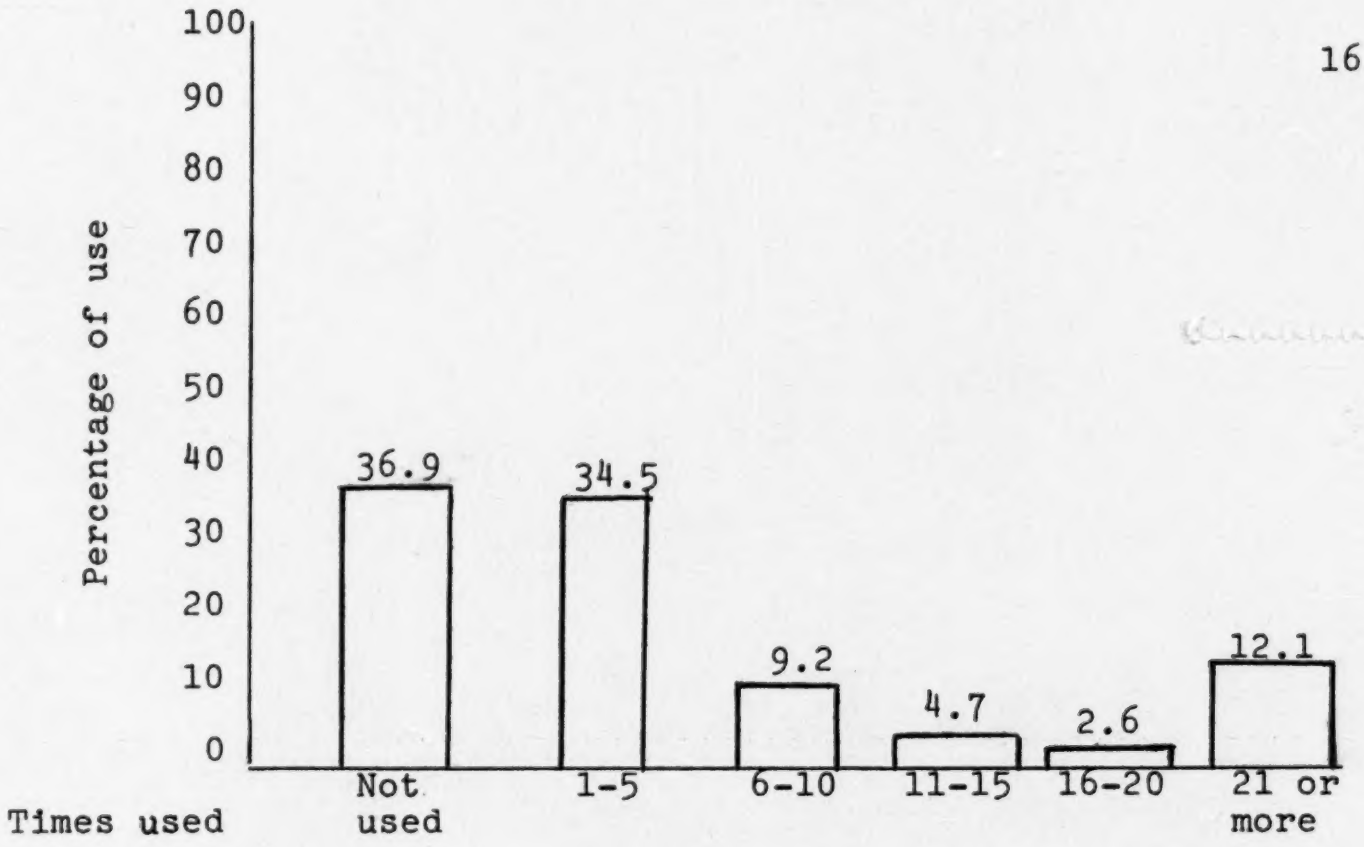

FIGURE 1

PERCENTAGE OF USE OF THE 1196 TITLES
ON RESERVE DIVIDED ACCORDING
TO FREQUENCY OF USE

TABLE I

THE RELATIONSHIP OF RESERVE REQUESTS BY DIVISION AS COMPARED TO THE NUMBER OF STUDENTS VERSUS THE NUMBER OF TITLES AND COPIES

Division	Number of students in courses	Titles on reserve	Copies on reserve
A	109	20	70
B	152	14	29
C	169	61	179
D	377	478	667
E	544	155	333
F	615	216	444
G	1218	252	705

Another seemingly consistent pattern is the faculty member who assigns certain readings in one or more sources, and maybe the next day or two will submit a list to the library requesting that this material be placed on reserve. In most instances these materials were charged out by students for a two-week loan shortly after the announcement was made in class. It might be well to include as a pre-requisite for a reserve librarian that he possess intuitive characteristics. In most cases, these reserve requests were fulfilled no sooner than one or two weeks after the request was received.

Several requests were received for duplication of articles found in periodicals and books. These were thermofaxed and placed in folders. This duplication of material helps to relieve the pressure on a particular item, and in most cases, eliminates the chances of the item being improperly removed from the library. On several occasions, pages were removed from a reserve book or a periodical. This is one problem which will be very difficult to eradicate, especially toward books or periodicals. The total losses during the fall quarter were confined to the removal of pages or parts of a page. No complete volume was lost as a result of the

closed reserve procedures. This percentage of loss is even less than .057 per cent which was noted at a Connecticut college.[27]

Many colleges and universities offer courses during the late afternoon and evening. The students enrolled in these courses are, for the most part, in-service teachers, or those who are holding a part-time or a full-time job. The commuters, especially, have difficulty in gaining access to the reserve materials. Faculty members find it necessary to grant permission to these students to charge out the reserve materials for a longer period of time than is allowed the regular clientele. In some instances this is possible, provided the proper communication lines have been used. In many instances the material was also on some other faculty member's reserve list. How can the absence of this material be justified to the remaining clientele who wish to use it?

> If teachers are the disciples of books and learning, maybe it would be a welcomed criticism to be charged with stimulating students to purchase more books. Most American college students manage to spend quite a few thousand dollars for stylish clothes, records, and automobiles. They spend more money to attend one

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[27]Martha M. Hagerty, "The Reserve Book System: A Positive View," Wilson Library Bulletin, XXVI (January, 1952), p. 387.

> football game and its subsequent social activities than they do for books in a year. Why not influence students to spend more for a good collection of books from which they are able to obtain meaning and to which they can convey meaning.[28]

Possibly the use or number of charges recorded is the most accurate method of determining whether there is a justification for certain titles to be placed on reserve. Naturally, the method of instruction will determine, to some extent, the level of use within a given quarter, but this usually constitutes a minor facet of a circulation pattern.

Appendix D presents a facsimile of the reserve circulation statistics card. The total number of charges made during the day are recorded on this card which is divided into morning, afternoon, and evening, revealing the use according to the time of day.

While the open reserve tends to promote more personal selection of material it also presents a problem of accessibility to certain popular items. In the event that the library were in a position to supply an unlimited amount

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[28]H.K. Guinzburg, "The Campus Bookstore: Role in Building Life-time Reading Habits," Publisher's Weekly, CLXXIII (April 7, 1958) p. 14.

of copies, the open reserve would naturally serve the student better. First of all, most libraries are not in a position to do this, and secondly, if this be the case, why not give each student a copy of every book he needs and eliminate the reserve completely? Most institutions must base their acquisitioning on a budget, and hence the numerous restrictions needed. Why is it so difficult for certain faculty members to realize that sixty per cent of the library budget cannot be spent for their particular division. They expect the library to furnish a copy for each student in the class; which, in most cases, becomes the text for the course. The problem of providing textbooks will be a continuous one, and only through repeated educational communication with the faculty will it be curtailed.

The St. Cloud State College Library does not permit the reserve materials to circulate over-night, except after twelve-noon on Friday and until eight o'clock Monday morning. Table II reveals the comparison of charges for each day of the week and the three divisions of the day. Monday and Tuesday received the heaviest use and that being from noon until six o'clock. The charges made on Friday and Saturday dropped considerably. Could it be that the weekend

TABLE II

COMPARISON OF MORNING, AFTERNOON, AND EVENING RESERVE CHARGES

Days of the week	7:45-12:00 A.M.	12:01-6:00 P.M.	6:01-10:00 P.M.	Totals
MONDAY	539	1181	793	2513
TUESDAY	697	1085	766	2548
WEDNESDAY	601	1169	669	2439
THURSDAY	699	1053	651	2403
FRIDAY	394	1042		1436
SATURDAY	339	155		494
TOTALS	3269	5685	2879	11833

privilege had a decided effect on this? If the reserve material were allowed to circulate over-night, during the week, wouldn't this also limit the use by students?

Table III is a schedule of the float hours, or the hours during the week when regularly scheduled four-credit-hour classes do not meet. When one compares these hours with table II, the greater number of charges were made during the time when students were not in class, and had access to the library. Keeping the library open until ten o'clock in the evening gives the student sufficient time to use these materials. However, table II indicates that the evening charges are not much greater than the morning. Since most of the charges are made during the afternoon, one may assume that there is sufficient time for the students to read the material assigned in the reserve collection. Yet we have experienced the pressure to keep the library open longer. Possibly, the library assumes the role of a social center, rather than an educational one. The lack of a student-union on the campus might well have a direct relation to the number of students who use the library for one purpose or another.

TABLE III

SCHEDULE OF FLOAT HOURS AT
ST. CLOUD STATE COLLEGE

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
MONDAY					X	X			
TUESDAY	X		X						
WEDNESDAY				X			X		
THURSDAY		X							
FRIDAY								X	X

CHAPTER V

SUMMARY AND CONCLUSION

The problem of the reserve book collection will decrease only by a judicious effort on the part of the reserve librarian to educate the faculty as to the principles involved. Reserving unused materials defeats the purpose of the closed reserve. This "deadwood" must be extracted in order to keep the collection within the bounds of usefulness. Figure 1, page 16, indicates that approximately seventy-one and four-tenths percent of the titles on reserve were used less than six times or more. If a minimum of six charges were the basic criteria for determining whether a title was justified in being on the reserve shelf, then it is quite evident that some weeding needs to be done, in one way or another. If this criteria were brought up to eleven charges or more, eighty and six-tenths percent of the reserve titles would, for all practical purposes, be considered as "deadwood," and should be placed on the main circulation shelves. One could also rationalize that if a certain ten percent of the faculty were to improve their reserve selection, the picture would be changed considerably. Evolving this change will

necessitate a strong determination on the part of the reserve librarian and cooperation on the part of the faculty.

The statistics in table IV reveal that only eight courses using the reserve facilities had individual charges over one hundred. With the exception of courses E and G, the number of actual titles were less than eight. This is quite conclusive that the titles on these particular reserve lists are being used very heavily. Course F had only one title, but six copies. Its circulation of two hundred and thirty six amounts to almost forty circulations per copy, which is quite enough to substantiate its being on reserve. Courses E and G had the largest number of titles, copies, and total charges. The average number of charges per student enrolled in the courses was also the highest. An average of more than eleven and seventeen charges, respectively, can scarcely be discounted. Relating this to a quarter's work, a student would use this on the average of once a week. Statistics of this nature fully reveal the nature and purpose of a closed reserve.

Ideally, a reserve book collection should be made up of those books which are essential to the study of the particular subject, and of which there is an insufficient supply to meet the demands of the students using the regular

TABLE IV

COMPARISON BY COURSE OF
ALL CHARGES OVER 100

Course	Students in course	Charges over 100	Titles and copies	Total charges	Maximum charges	Average charges per student
A	25	1	4-9	229	139	9.16
B	25	1	3-25	173	173	6.92
C	27	1	5-13	155	116	5.74
D	41	1	2-7	241	192	5.87
E	104	4	31-65	1787	184	17.18
F	107	1	1-6	236	236	2.2
G	185	7	20-88	2117	244	11.44
H	257	2	7-63	556	285	2.16

two-week charge out. If the reserve librarian were able to communicate this idea to the members of the faculty, the problems associated with the closed reserve would soon become quite nebulous.

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APPENDIX

APPENDIX A

GLOSSARY OF TERMS

Call slip. A three by five card which is used to request and charge out reserve material. An example of this may be found in Appendix C.

Charges. This term is used to denote the number of times a particular volume or volumes was used by the clientele. To charge out means to properly sign for a particular item in the library.

Check out. The process of inspecting the materials which pass by a given desk in the library. This is to ascertain that all material in one's possession has been properly charged out.

Circulation. Permitting library materials to leave a given area upon proper charge-out procedures.

Clientele. Anyone who uses the resources of the library. In a college library, one usually has reference to students and faculty.

Closed Reserve. Materials so-housed that the regular clientele cannot browse and select the materials by having access to the reserve stack area. The person on duty at the reserve desk will secure the item desired by the clientele.

Control. The facet of attempting to hinder materials from leaving a given area without being properly charged out.

Copies. The plural of any given item or material. An identical reproduction.

Curriculum Laboratory. A designated area which houses elementary and secondary sample-text books, curriculum bulletins, courses of study, ephemeral teaching aids, and secondary and elementary encyclopedias.

Duplication of materials. This may be accomplished by the use of a multilith, a ditto, thermo-fax, or a verifax machine. Essentially, it is the process of reproducing an article, figure, illustration, etc. Its prime use with regard to reserve materials is the convenience of obtaining any given number of articles or pages almost immediately.

Ephemeral. Any material which may be considered to have a short life, or limited utility.

Faculty. Members of the college staff who perform some facet of instruction within the institution, usually confined to a particular subject area. This includes the librarians and others who may or may not be instructing a given class or classes.

Fee statement. A receipt given by the business office showing that a given person is currently enrolled and has paid all charges such as tuition and other fees required by the institution.

Float hour. That period of the day when regularly scheduled classes do not meet.

Historical Collection. Materials housed in a given area and under special protection due to a special uniqueness such as being out of print, of a particular format, or merely of great monetary value. These materials are seldom used, and then usually for research purposes.

Material. A generic term which includes all books, periodicals, pamphlets, filmstrips, or items housed within the library for use by its clientele.

Microfilm. A film used for making very small photographs of the pages of a book, newspaper, etc. Its convenience is mainly that the compactness with which it can be stored or housed within an area.

Mutilation. The damaging of any material, usually by removing pages or any important part of a page within such an item.

New additions. All catalogued material which has been recently acquired by the library, whether old or new.

Periodicals. Material published at regular intervals, less often than daily, and most commonly thought of as a magazine.

Personal Copies. Material lent to the library by a faculty member for use in the reserve collection.

Reference Material. Non-circulating material housed in the reference area of such a format that its use is primarily of a nature that would limit the complete reading of a given volume, rather the exploring of a particular item or subject.

Reserve Reading Area. The top floor of the library also called the circulation area.

Shelf Reading. The process of arranging all material in the stacks in correct Dewey Decimal order.

Title. The name given to a particular book, periodical, or other library material.

Volume. A collection of written or printed sheets bound together form a book. Any single item.

APPENDIX B

_____
Date sent

To:

Re: RESERVE BOOK LIST FOR NEXT QUARTER

You are requested to submit your list of Reserve Books for next quarter by _____ so that we may be able to have the books located,processed, and on the Reserve Shelf for your classes the first week of next quarter.

To assist in the correct identification of the books which you list please furnish the following information: (1). Course and Number, (2). Author, (3). Title of publication, (4). Copyright date.

Examples:

Mathematics 227:

Author	Title	Copyright Date
Doe, John	MATHEMATICS FOR TODAY	1949
Doakes, Joe	TO FIND THE UNKNOWN QUANTITY	1955

APPENDIX C

FACSIMILE OF A RESERVE CALL SLIP

REQUEST FOR RESERVE BOOK

Call No. _____ _____

_____

_____

Vol. No. _____

Author: _____

Title: _____

_____

Present this slip with your current Fee Statement at the Reserve Desk.

Signature: _____

P.O. No. _____ Tel. _____

STATE COLLEGE
St. Cloud, Minnesota

APPENDIX D

FACSIMILE OF A RESERVE CIRCULATION STATISTICS CARD

RESERVE CIRCULATION STATISTICS

Date	Morning	Afternoon	Evening	Total

APPENDIX E

RESERVE — FACULTY MEMBER
Fall 1960

Psychology 262

136.7
B28n Baruch, Dorothy. NEW WAYS IN DISCIPLINE. 1949 (1)

370.15
D81p Dreikurs, Rudolph. PSYCHOLOGY IN THE CLASSROOM. 1957. (2)

136.7352
G33c Gesell, Arnold. THE CHILD FROM FIVE TO TEN. 1946 (1)

136.7352
Ya1 Gesell, Arnold. FIRST FIVE YEARS OF LIFE. 1940. (1)

136.7354
G33y Gesell, Arnold. YOUTH--TEN TO SIXTEEN. 1956. (1)

136.7
H99c Hymes, James L. CHILD DEVELOPMENT POINT OF VIEW. 1955. (1)

612.6
R39fo Richardson, Frank. FOR BOYS ONLY. 1952. (2)

612.6
R39f Richardson, Frank. FOR GIRLS ONLY. 1953. (2)

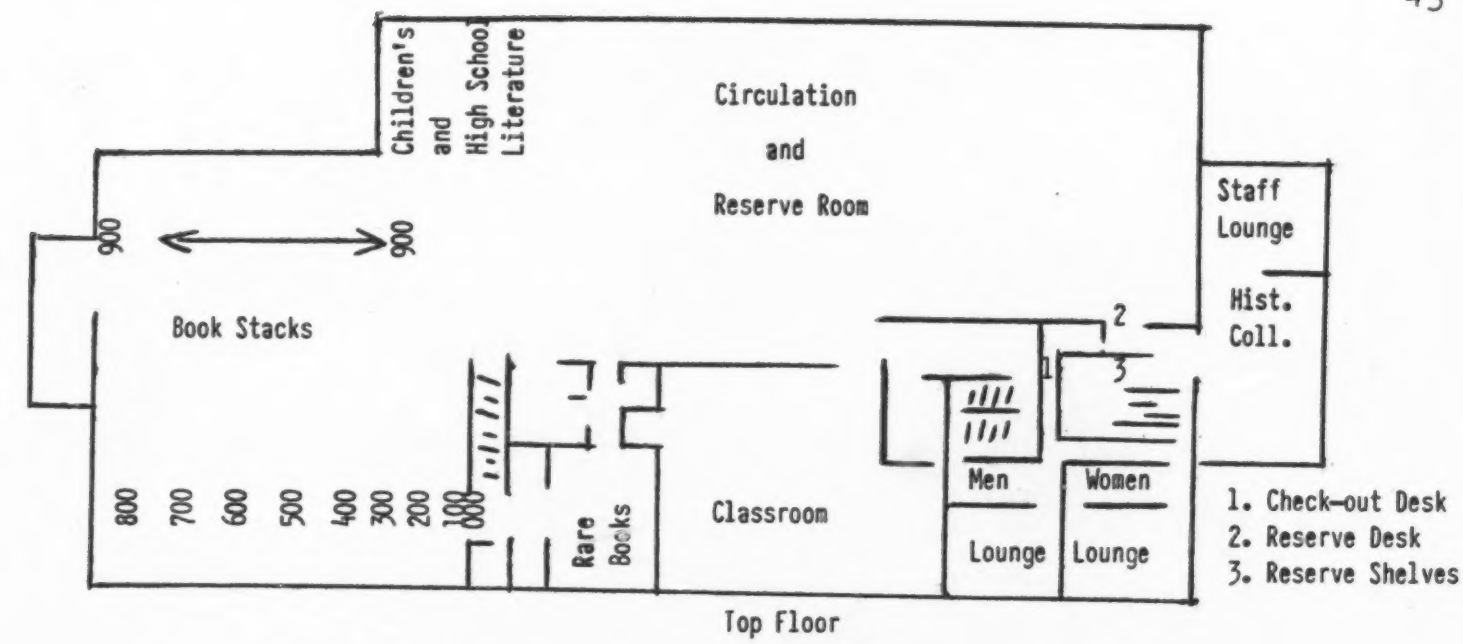
136.708
Se4c Seidman, Jerome. THE CHILD: A BOOK OF READINGS. 1958. (1)

612.0144
Se4s Selye, Hans. THE STRESS OF LIFE. 1956 (1)

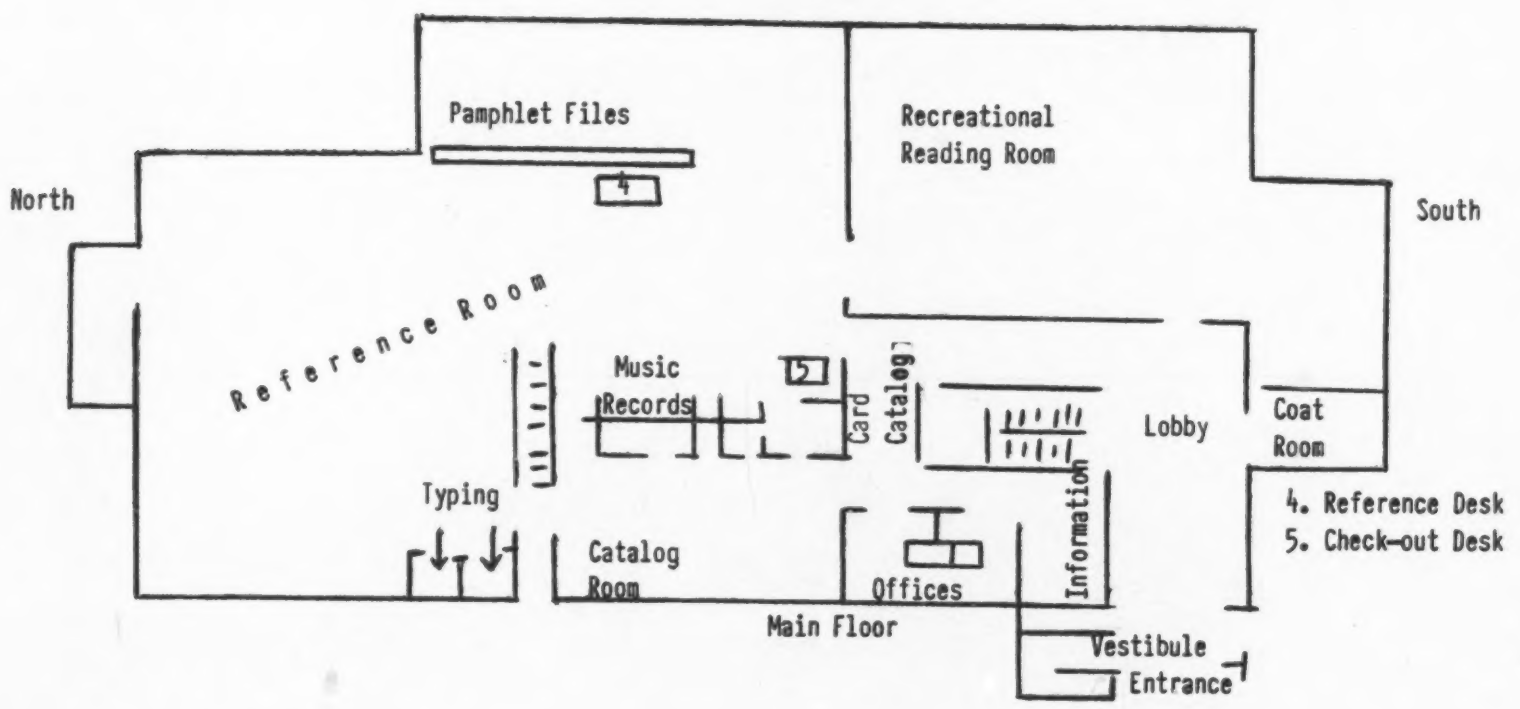
150.13
St3p Steckle, Lynde. PROBLEMS OF HUMAN ADJUSTMENT. 1949. (1)

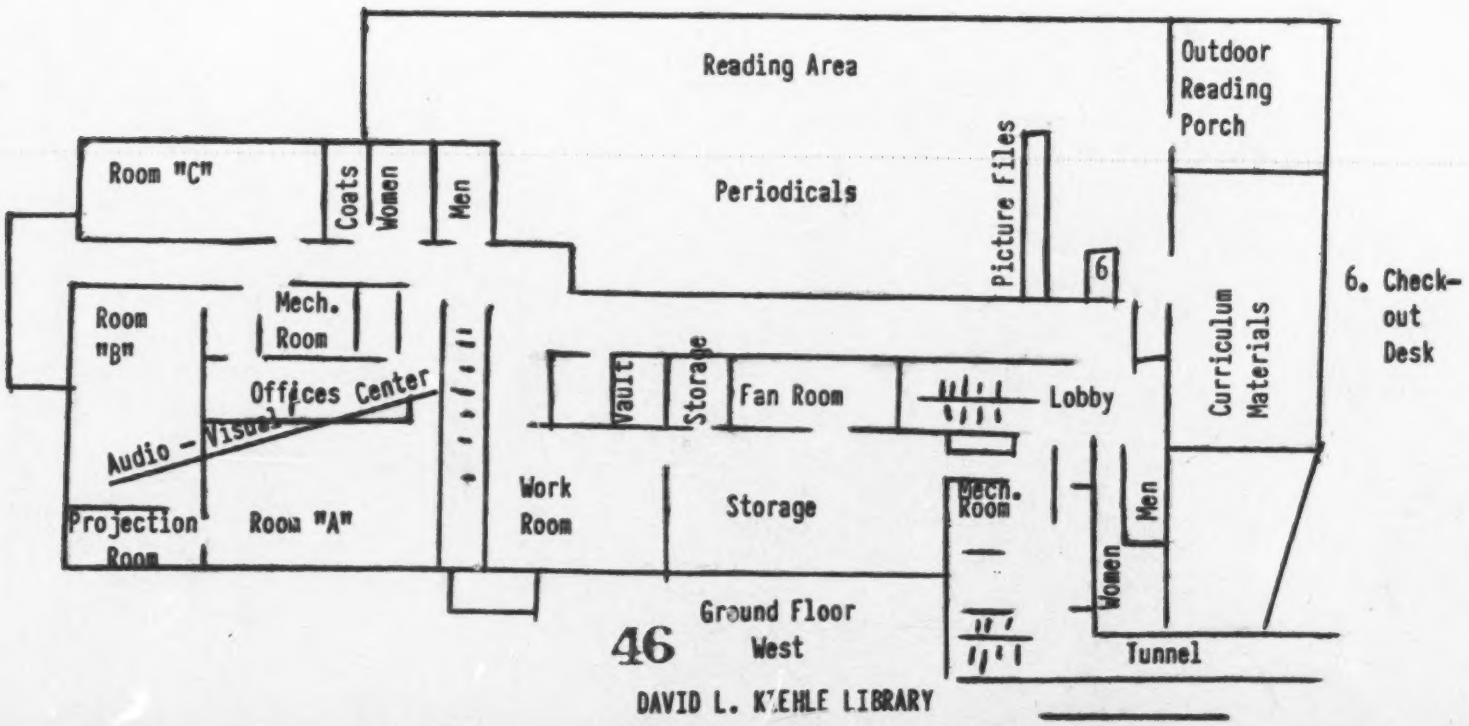
574.19
W67b Williams, Roger. BIOCHEMICAL INDIVIDUALITY. 1956. (1)

East



Top Floor





APPENDIX G

SCHEDULE FOR PREPARATION OF A BOOK LIST OF NEW ADDITIONS TO THE LIBRARY AND RESERVE REQUESTS FOR THE COMING QUARTER

Sept. 1, 1960 - Begin typing Book Lists dated Sept. 10, 1960 for release to the Faculty.

9-1-61 - Same as above.

FALL QUARTER

Nov. 11, 1959 - For release Friday before Thanksgiving. Begin typing Book List dated Nov. 20, 1959.

11-9-60 - Begin typing Book List dated Nov. 18, 1960.

Nov. 30, 1959 - Release note for Faculty Reserve Lists for Winter Quarter. Lists due by the end of the 11th week or Dec. 11, 1959.

11-28-60 - Same as 1959 . . . Lists due 12-9-60.

WINTER QUARTER

Feb. 22, 1960 - For release, Friday of 9th week of 12-week quarter. Begin typing Book List dated February 26, 1960.

2-19-61 - Begin typing Book List dated February 23, 1961.

Feb. 29, 1960 - Release note for Faculty Reserve Lists for Spring Quarter. Lists due 3-11-60.

2-28-61 - Same as above except dated 3-10-61.

SPRING QUARTER

*May 16, 1960 - For release Friday of 9th week of 12-week quarter. Begin typing Book List dated 5-20-60.

5-15-61 - Begin typing Book List dated 5-19-61.

May 23, 1960 - Release note for Faculty Reserve Lists for Summer Quarter. Lists due 6-6-60.

5-22-61 - Same as above except due 6-5-61.

*Note. About a week after note for Summer Reserve List is sent out, check those who will be teaching each summer session (and those teaching neither) and send Faculty Reserve List out for Fall Quarter.

APPENDIX H

FACSIMILE OF A LOOK FOR ME CARD

LOOK FOR ME

Author _____

Title _____

_____

_____

Call No. Accession No. _____

Publisher _____ c _____

Person desiring book: _____

Date: (Today) _____ (2nd) _____ (3rd) _____